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# **Brief to the Committee on University Affairs**

## **Fall 1973**

**LAKEHEAD UNIVERSITY**



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## LAKEHEAD UNIVERSITY

## BRIEF

## TO THE

## COMMITTEE

## ON

## UNIVERSITY AFFAIRS

October 16th, 1973.



## MATTERS OF SPECIAL CONCERN TO LAKEHEAD UNIVERSITY

This Brief to the Committee on University Affairs has been arranged in two parts. In the first part we have presented matters which are of special concern to Lakehead University. In the second part we have presented the requested data along with our replies to the particular questions posed by the Committee. Representatives of the University will be prepared to discuss these matters at greater length during the Committee's visit on October 16th.

It will be seen from the body of this Brief that Lakehead University has been working energetically to adapt to our changing enrolment pattern. Without our expanding professional programmes, our relatively minor student shortfall would have been larger. However, programme innovations produce difficulties and those of our innovations which are directed towards the production of job-oriented course options related directly to the needs of Northwestern Ontario produce very special difficulties.

In particular our School of Forestry, which is projected to be one of the leading ones in Canada, was conceived late in the development of our campus building plan which envisaged a major Arts group and possibly minor activities in the professional schools. It follows that our main structure, including the new



Ryan Arts building, is well adapted to conventional teaching, but is quite unsuitable, structurally, for "practical" subjects such as Forestry which involve heavy laboratory work. A second area of difficulty lies in the Faculty of Education whose old building is very ill-adapted to modern teaching in education.

We are investigating possible solutions to the major problems posed by Forestry. One obvious one is to provide a new building specially planned for Forestry and the associated bio-sciences. Another, equally obvious, is to re-structure existing buildings. The choice is, however, not as simple as it appears. Re-structuring does not appear able to provide satisfactory space, but, even more serious, taking a long-term view, it will almost certainly be necessary to re-convert to Arts when the inevitable resurgence of student interest in university education occurs. The question is thus: what is the least expensive solution in the long term ? We do not attempt to answer this question here, but wish to bring to the Committee's attention that we have an in-depth study in progress which could result in a reasoned submission for new funds in the near future. The cyclical renewal aspect of this work is discussed later in the Brief.



## COMPENSATORY GRANTS

With the introduction of formula financing in Ontario extra-formula grants were provided to the newer, smaller universities in recognition of their inability to operate and grow under the constraints of formula income. These universities were expected to "emerge", in a limited period of time, to sole dependence on the funds generated by the formula. However, enrolment shortfalls and the anticipation of steady-state enrolments have led to the phasing out of the term "emerging universities". We expect that this was, at least in part, the reason for changing the label "emerging grant" to "compensatory grant". Whatever the label, the newer, smaller universities are not likely to become independent of extra-formula funding under the present formula financing system in the foreseeable future.

The enrolment difficulties of the past couple of years lent impetus to the search for methods of aiding the universities in their financial planning. The resulting slip-year method of financing has removed some of the uncertainties from the budgeting process, but, as outlined in our response to question X.2. later in this Brief, the compensatory grants are announced too late to be anything more than estimated amounts in the budgets.



Lakehead University would like to present two suggestions for the attention of the Committee. Each is aimed at removing more of the guesswork from the financial planning process. The first is a revision of the operating grants formula to remove dependence on annually-determined compensatory grants. One such revision, which warrants further study, is the one proposed by the COU/CUA Joint Subcommittee on Finance/Operating Grants. An alternative is to revise the formula to reflect a bias in favour of an initial number of students in each programme, recognizing that per-unit costs decrease proportionately with increases in the number of students. Revision of the operating grants formula would not only eliminate the need for compensatory grants to be determined annually, but also would, if properly designed, make unattractive any massive recruiting campaigns which are so tempting under the existing formula.

The second is that, if compensatory grants are to remain part of the funding, they be determined by a formula which is sensitive to actual enrolments. Incorporating this into the slip-year system, each university would know its formula grant and its compensatory grant for the next year as soon as it learned the current year's actual enrolment. The formula for calculating the compensatory grant should recognize regional disparities, sizes of the institutions and particular mixes of programme offerings.



Whether compensatory grants are removed by a revision of the operating grants formula or remain as part of funding, the system of formula financing should provide the universities with enough time to rationally plan any major alterations required in their expenditures. The system of financing should guarantee to a university that its total operating income will not be reduced without at least one full-year's notice. This amount of lead-time is necessary because of the contractual obligations and financial commitments the universities must make.



## EXTENSION PROGRAMME

In the past, we have had substantial difficulty in offering as many courses off campus as we would have wished. The cost of travel and accommodation for our faculty, besides their normal stipends, required us to limit course offerings to those courses with minimum enrolments of fifteen students. Beginning with our Spring Session in 1972, we received welcome extra-formula support of our extension programme. Since this financial support has been provided we have been able to offer twenty-five courses off campus with enrolments between eight and fourteen which, in the past, would normally have been cancelled. Three of these courses were offered in our 1972 Summer Session, thirteen in our 1972/73 Fall/Winter Session, three in our 1973 Spring Session and six in our recently completed 1973 Summer Session. The students are very appreciative of these developments in our off-campus programme and we would like to express again our appreciation to the Committee on University Affairs and the Ministry of Colleges and Universities for responding favourably to our request for the special funding.

In addition to these developments, the University is preparing an integrated five-year plan of course offerings including off-campus courses, spring and summer session



courses and on-campus evening courses. The plan is intended to aid part-time students in their choice of courses and to aid the University in responding to the needs of these students.

However, Lakehead University is seeking a solution for those students who, even with our expanded offerings, are unable to take courses because of insufficient enrolments. In communities in Northwestern Ontario with small populations, it is difficult for one or two people interested in enrolling in a course to find a sufficient number of others who are also interested. This lack of numbers occurs especially for courses offered to upper years' students. These students could be accommodated by correspondence courses, but the University is reluctant to make such arrangements until we are able to cover the costs involved.

Correspondence courses require regular communication between the faculty member and the student. Depending on the mode(s) of communication used for each course, costs are generated for some or all of postage, typing, photocopying, tapes and slides. As well, books, extra to the course text books, must be provided as recommended reading for the course. These costs are, of course, in excess to the faculty member's remuneration.

The faculty member must plan the course and regularly review the students' progress giving detailed comments, answers and suggestions to each student. The amount of time and effort



spent by the faculty member and the students at least equals that spent in regular lecture courses. The difference is that the time spent is "at the desk" rather than in the lecture room.

In order to improve our educational service to our part-time students off campus, we request that the Committee on University Affairs recommend to the Ministry of Colleges and Universities that normal funding for part-time students be provided for enrolments in correspondence courses. We anticipate that these courses will be offered only in special circumstances. Therefore, since economies of scale will not apply, normal funding will be required in order to cover the costs of these courses.



## EARLY UNIVERSITY ENTRANCE FOR EXCEPTIONALLY ABLE CHILDREN

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Lakehead University, in attempting to serve the people of Northwestern Ontario as completely as possible, is reacting positively to the desire for increased accessibility to post-secondary education. The University has introduced a method whereby exceptionally able high school students can obtain university education prior to graduation from high school.

The object of the Ministry of Education's H. S. I. programme is to maximize educational opportunities for the individual. While this can be accomplished to a considerable extent within the secondary school system, the relatively small number of exceptionally bright students will still remain unchallenged and unfilled. It is our feeling that much of the boredom expressed by bright young high school students with the educational system is the result of their disenchantment with the intellectual content of many present high school offerings.

Lakehead University believes that these exceptional students, for whom the current high school programmes are not designed, should be allowed to develop at an appropriate rate. As a result, the Senate of Lakehead University has introduced a deferred credit system whereby any high school student may take a Lakehead University credit course, on or off campus, for which



the University deems him suitable. The approval of the Principal and teacher(s) concerned is, of course, necessary if this undertaking will conflict with his normal schooling. If the student attains the appropriate grade for course credit, a deferred credit is recorded for him, with the normal credit being available to him when he has been formally admitted to the University. In order to maximize the use of the system, these students will not be required to pay the tuition fee until they claim the normal credit. It is important to note that this scheme conforms with Recommendation 17 of The Learning Society, the report of the Commission on Post-Secondary Education in Ontario:

In suitable cases, secondary-school students should be permitted to study part-time at post-secondary institutions.

Several young people enrolled in credit courses under this system in the 1972/73 Fall/Winter Session and the experience has been judged to have been a rewarding one for all involved. Our experience also includes the successful offerings of a special mathematics course for high school students.

This deferred credit system has been extended so that appropriately qualified young people, as judged by their Principals, teachers and the University, will be allowed full-time entrance to the University without having fulfilled the established admission requirements. The deferred credit system will still operate, but under



this second system, in suitable cases, students will receive the normal credits when they have successfully completed the courses.

Each student will enrol, initially, in one course under the deferred credit system. Based on his achievement in this or in other subsequent courses and on the University's decision as to the general preparedness of the student, the University will decide whether or not the established admission requirements will have to be met before the normal credit is given. Under this second system, it is possible for a student to obtain a degree without having obtained the Secondary School Honours Graduation Diploma.

We expect that a small number of students will enrol each year in courses under the deferred credit system, and that even fewer will receive early normal credit. This system allows the student to decide whether the challenge of university-level work is satisfying to him and allows the University to make further evaluation of the student. It is probable that many will attempt one course and then decide that they are not yet prepared for university-level courses, but, and most importantly, a student is able to advance in the educational system based on his intellectual and social preparedness and not on his chronological age.

Lakehead University formally requests the Committee on University Affairs to recommend to the Ministry of Colleges and Universities that normal operating funds be provided for students who enrol at the University under the systems we have



described. In this way the University will be encouraged in its efforts to increase the educational opportunities of the people of Northwestern Ontario.



OPERATING WEIGHT FOR FORESTRY TECHNOLOGY STUDENTS

Lakehead University would like to express its appreciation to the Committee on University Affairs for the increase in the operating weight for our Engineering technology students. Beginning in the past academic year, these students were given a weight of 1.2 instead of 1.0. The University formally requests that the Committee recognize the similar need for increasing the operating weight for our Forestry technology students from 1.0 to 1.2. This higher weight of 1.2 is that received by Colleges of Applied Arts and Technology for students in similar technology programmes.

The support of our Forestry technology students remains at the level of general Arts students while the technology programme includes costly required extras such as field trips and training sessions throughout the year as well as prior to the commencement of classes. These higher costs associated with the technology programme dictate the need for increased operating support for our Forestry technology students.

Lakehead University request that the Committee on University Affairs recommend to the Ministry of Colleges and Universities that the operating weight for Forestry technology diploma students be 1.2.



## CO-OPERATION BETWEEN LAKEHEAD UNIVERSITY AND CONFEDERATION COLLEGE

The University would like to provide for the information of the Committee on University Affairs further examples of co-operation between the University and the local College of Applied Arts and Technology.

The introduction of our concurrent Bachelor of Arts/ Bachelor of Social Work programme opened the way for co-ordination of activities of this programme and the College's Social Services diploma programme. Each programme requires student placements at area social work agencies and, in order to ensure co-ordination of these placements, the University and the College have jointly appointed a Co-ordinator of Field Placements. In addition to this joint appointment, the two institutions are co-ordinating invitations to guest lecturers for the programmes. Graduates of the College's diploma programme are enrolling in the University's concurrent degree programme with advanced standing of up to five credits. Previously, such graduates received three credits towards our Bachelor of Arts degree.

In addition, with the introduction of the University's course on photography, arrangements were made for use of the College's photographic laboratory facilities.



The President of each institution has been made an ex-officio observer on the other institution's Board of Governors. Full membership on the University's Board is, at present, impossible because of the limitation of numbers imposed by the Lakehead University Act.

Co-ordination of activities and shared use of facilities continue in such operations as the library, print shop and athletics facilities. With the many benefits derived for both institutions, the University looks forward to continuation and expansion of co-operation between it and the College.



Replies and Data  
Requested by the  
Committee



## LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

## Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78	1978 -79
a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	786	573	613	622	625	625	625	625
b. Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	2,790	2,496	2,275	2,300	2,300	2,300	2,300	2,300
c. Total Graduate (Fall-Term)	98	77	75	85	90	95	100	100
d. Total Full-Time Enrolment (b) plus (c)	2,888	2,573	2,350	2,385	2,390	2,395	2,400	2,400
e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students)	725	751	750	775	790	790	790	790
f. FTE Enrolment (d plus e)	3,613	3,324	3,100	3,160	3,180	3,185	3,190	3,190



## SECTION I: ENROLMENT

- I. 1. Comment on your long-term undergraduate and graduate enrolment projections (CUA-73-A).

The long-term enrolment projections indicate the anticipation of a stabilization of the total enrolment at Lakehead University over the next five years.

Beginning in this academic year, we no longer have the enrolments in the first year of the Regional School of Nursing diploma programme and the one-year Elementary Teacher's Certificate programme. The diploma Nursing students were transferred from the University to the local College of Applied Arts and Technology. The one-year Elementary Teacher's Certificate programme was discontinued because of the added requirement of a degree for certification of an elementary-school teacher. The enrolments in these programmes last year were 100 full-time students and 25 full-time students respectively.

The enrolment in elementary and secondary education has decreased in the Thunder Bay district. The intake into the first years of all of our continuing degree and diploma programmes is stabilizing, but we are still experiencing the effect of students not returning into the upper years. The increase in



I. 1. (continued...)

the number of graduate students is in expectation of approval of new graduate programmes.

Taking all of these factors into consideration, we have projected, for planning purposes, a steady-state total enrolment.

I. 2. Are you experiencing or do you expect to experience significant shifts in student preferences, for example, from Arts to Science or Professional Schools, or from physical sciences to life sciences or from, say, english to economics ?

The University's enrolment pattern indicates that an increasing percentage of our enrolment is in professional programmes. The enrolment in Science programmes has remained fairly constant at approximately 12% of the total enrolment in the period 1969/70 to 1972/73, while the enrolment in Arts programmes has decreased considerably from 46% to 28% in this period. The Faculty of Education enrolment has been between 7% and 14% of our total enrolment. The figure for 1972/73 was 11%. The significant increase in percentage has occurred in University Schools. The enrolment in the Schools of Business Administration, Engineering, Forestry, Library Technology, Nursing, and Physical and Health Education was 37% of the total enrolment in 1969/70. In 1972/73 it was 49%.



## I.2. (continued...)

It is difficult to attribute this enrolment pattern to shifts in student preferences. The increase in our enrolment in professional programmes is due, at least in part, to the expansion of some of our programmes. The first year of our special two-year post-diploma Bachelor of Engineering programme was offered in 1972/73 and the second year has been added this year. In the period 1969/70 to 1972/73, our Forestry Degree and our Physical and Health Education programmes expanded to full four-year programmes tripling the combined enrolment. The first students graduating from these programmes received their degrees at our 1973 Spring Convocation.

On the following pages are charts of enrolments in our Engineering, Forestry, and Physical and Health Education programmes indicating the significant effects of the introduction and expansion of the programmes.



FULL-TIME ENROLMENT

<u>PROGRAMME</u>	<u>1969/70</u>	<u>1970/71</u>	<u>1971/72</u>	<u>1972/73</u>
<u>Engineering Technology</u>				
YR 1	52	36	52	59
YR 2	55	42	33	66
YR 3	<u>-</u>	<u>38</u>	<u>38</u>	<u>32</u>
SUBTOTAL	107	116	123	157
<u>Bachelor of Engineering</u> (2 Year Post-Diploma)				
YR 4	-	-	-	36
YR 5	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
SUBTOTAL	-	-	-	36
<u>Applied Science</u>				
YR 1	46	47	30	23
YR 2	<u>-</u>	<u>29</u>	<u>28</u>	<u>7</u>
SUBTOTAL	46	76	58	30
<u>All Engineering Programmes</u>				
TOTAL	153 ===	192 ===	181 ===	223 ===



FULL-TIME ENROLMENT

<u>PROGRAMME</u>	<u>1969/70</u>	<u>1970/71</u>	<u>1971/72</u>	<u>1972/73</u>
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Forestry Degree

YR 1	41	52	53	76
YR 2	20	35	47	39
YR 3	-	-	29	41
YR 4	<u>-</u>	<u>-</u>	<u>-</u>	<u>30</u>
TOTAL	61 ===	87 ===	129 ====	186 =====

Physical and HealthEducation

YR 1	74	64	61	59
YR 2	-	61	51	59
YR 3	-	-	48	41
YR 4	<u>-</u>	<u>-</u>	<u>-</u>	<u>47</u>
TOTAL	74 ===	125 =====	160 ====	206 =====



I. 3. What is your policy on class size ?

Class sizes at Lakehead University are determined by academic considerations, space limitations and economic factors.

We prefer moderately-sized classes because of the favourable student-professor contact available. Some classes such as laboratories requiring specialized facilities are limited in size by the number of student stations available.

The financial constraints caused by a decreased enrolment in the University have made us more acutely aware of the economic result of very small classes. However, the decision to cancel a course must take into consideration the requirements of the students and our commitment to these students. The elimination of small "option" classes in, for example, honours programmes, thereby constraining the students to specified patterns, would certainly result in the student rejecting Lakehead in favour of larger institutions in which they could find courses better suited to their tastes and inclinations.

Class sizes have always been an important factor in our off-campus programme. Under the extra-formula support arrangement, the University has been able to decrease the minimum course enrolment requirement to eight students, thus offering many courses which previously would have been cancelled because of insufficient enrolment.



- I. 4. To what extent are "stop-outs" re-entering your University ?  
Are they coming back as full-time or part-time students ?

Students are re-entering Lakehead University, as full-time and part-time students, after one or more years absence, but the number of such students is not significant.

- I. 5. How do you propose to resolve the problem of changing student program preferences under the constraints of steady-state enrolment and tenured faculty ?  
Are traditional academic teaching patterns being broken; that is, are faculty increasingly teaching outside their specialities ?

Under the conditions of steady-state enrolment and tenured faculty, changing student preferences can place a great strain on a university's finances. The problem of the co-existence of areas of significant need and areas of over abundance is not easily solved in this rather inflexible situation.

With the circumstances we have at present, three possibilities exist as solutions to the problem. The most drastic is the dismissal of tenured faculty members for economic reasons. Although this is an unpleasant possibility and one which has not been applied at Lakehead University, it cannot be ruled out as an alternative.



## I. 5. (continued...)

A second possibility is to reduce numbers through retirement and resignations, without replacement. This requires a certain period of time to produce results and in a young university such as ours, with young tenured faculty, this would not be a solution to the problem.

Transferring faculty members to academic areas in need of resources is another possible solution. Faculty members are usually appointed to teach in specific areas of subjects. In their years of teaching and research they become experts in one or two areas and their "mobility" is not considered until something puts a financial strain on the university. Lakehead University has instituted one transfer on a temporary experimental basis. A Physicist (theoretician) has transferred to the Department of Mathematical Sciences. The extent to which transferring of this type can be used as a solution will depend on the specialities involved and the acceptance by faculty members.

While the above possibilities are those available under present circumstances, one other would require changes in the existing situation. Regular probation and tenure could be replaced by a system of renewable contracts each for a period of up to, for example, five years. Tenure, in the accepted sense, would still be awarded, but only for distinguished



### I. 5. (continued. . .)

scholarly performance involving teaching, research, publications, etc., and with advice from carefully selected expert assessors from outside the university.

Acceptance of such a proposal would not be easily acquired within the universities. Any system of contracts would, of course, have to safeguard academic freedom.

### I. 6. Is the University Application Centre fulfilling your expectations ?

The Application Centre was established in an atmosphere of uncertainty about adequate places being available in the universities for all qualified applicants. In some cases, the present situation is one of doubt over there being enough qualified applicants to fill the available places.

Substantial communication is required between the universities and the Centre and this places extra work on the universities. However, if the Centre is to continue being the focal point for collecting and analyzing admissions data for the provincial system, then a minimum level of communication must be maintained.



I. 7. What is your policy on the admission of non-Canadian students ?

The admission of non-Canadian students into Lakehead University is based on academic qualifications and, if necessary, on evidence of ability in English. We consider that an international "mix" of students is one of the responsibilities of a university in its role as a promoter of human understanding. The University's full-time enrolment of non-Canadian students has decreased from 191 in 1970/71 to 103 in 1972/73. These figures represented approximately 7% and 4% of our total full-time enrolment respectively.

Our Calendar lists academic credentials which are considered acceptable equivalents to the Ontario Grade 13 Secondary School Honours Graduation Diploma and the Ontario Grade 12 Secondary School Graduation Diploma. Candidates with academic backgrounds other than those listed are invited to submit certificates to the Registrar for examination and evaluation. Due to possible communication problems, an applicant whose mother tongue is not English is required to submit evidence of facility in English.

Ontario Teaching Certificates, issued by the Minister of Education, are granted only to Canadian citizens or landed immigrants. Although we occasionally admit to a teacher



## I. 7. (continued...)

education programme a student who is not a Canadian citizen or a landed immigrant, it is only with the understanding that the student can be recommended for a degree, but not for a teaching certificate.

## I. 8. What is your policy on the admission of students from other provinces ?

Lakehead University admits students from other provinces based on the academic requirements stated in our Calendar as being acceptable equivalents to the Ontario Grade 13 and Grade 12 Secondary School Graduation Diplomas. We do not discriminate against students from other provinces.



## SECTION II: UNDERGRADUATE STUDIES

- II. 1. Describe any new undergraduate program innovations which you wish to bring to the Committee's attention.

### B. A. /B. S. W. Programme

The University has received very favourable response to the concurrent Bachelor of Arts/Bachelor of Social Work programme introduced this year. At a date prior to registration, thirty-four students had applied and been admitted into the programme as full-time students. Of this number, ten had been admitted into first year, three into second year, eight into third year and thirteen into the fourth year of the programme. The students admitted into the fourth year had already obtained their Bachelor of Arts degrees. The five social work courses being offered on-campus are scheduled in the evenings to accommodate part-time as well as full-time students. As of the same date, thirty-two part-time students had been admitted to the four years of the on-campus programme. In addition, the introductory social work course is being offered in the three off-campus centres of Red Lake, Dryden and Kenora.

The students admitted to the programme include transfers from other University Arts programmes, transfers from other universities, graduates of the Social Services Diploma



## II. 1. (continued...)

programme at Confederation College, Bachelor of Arts graduates, and persons from area social work agencies wishing to upgrade their qualifications.

Graduates of the Community College Diploma programme are receiving five credits towards the degree. Lakehead University and Confederation College are co-operating in the important area of field work, and, in addition, are sharing guest lecturers for their social work programmes.

### Medical Laboratory Sciences Programme

The University recently received welcome approval of its honours degree programme in Medical Laboratory Sciences.

The increased significance of laboratory data as an aid in diagnosis and the increasing complexity of procedures and equipment utilized in Medical Laboratories has created a demand for more highly qualified technologists. This programme will not only help to meet this demand, but also will help to fill the need for qualified personnel in the increasingly important para-medical field.



## II. 1. (continued...)

This programme, which was designed in consultation with local Medical Laboratory personnel, enables the interested Medical Technologist to increase his theoretical and practical knowledge. The University will draw upon the professional expertise of hospital laboratory personnel and will utilize local clinical laboratory facilities. This combination of both academic and practical training will ensure that the degree is relevant to Laboratory Medicine.

### New Course Offerings

A number of new courses have been introduced this year in response to requests from various groups in the community. We believe that these courses are attracting to the University many people who would not have enrolled in any other courses.

Courses are being offered in the history, literature and theory of music along with instrumental courses. Musicians in the community are anxious for a degree programme in Music at Lakehead and these initial courses will be a test of the likely response to such a programme.



## II. 1. (continued...)

Introductory fine arts courses are being offered in pottery, photography and in the study and appreciation of visual arts. Present response to these courses indicate that additional course sections may be required beyond the number planned.

Three Finnish language and Finnish civilization courses are being offered to members of our local Finnish community and to students who wish to continue their study of Finnish begun in high school. The Government of Finland has encouraged these offerings by locating an instructor of Professorial calibre for the courses and by contributing to her salary and expenses.

## II. 2. Comment on the calibre of recent entrants from Ontario high schools.

The calibre of entrants into Lakehead University from Ontario high schools has generally remained high. However, two significant trends have been noticed in recent entrants.

The first is the diversity of academic backgrounds of the students. Different levels of academic preparation cause some students to find a course boring while others find the content of the course too difficult for them. This makes it increasingly



## II. 2. (continued...)

difficult to design appropriate first-year courses, especially in the Sciences.

The second is that the University has become aware of the surprising lack of basic skills in some of the students. Increasing numbers of faculty members are expressing concern about high school graduates who have difficulty reading and writing.



### SECTION III: GRADUATE STUDIES

#### III. 1. (a) What is your attitude to the ACAP planning assessments ?

Lakehead University is concerned that the students in Northwestern Ontario may be adversely affected by action taken as a result of the assessments. The University serves the educational needs of the region and, therefore, must ensure that its expansion, particularly in graduate studies, is not arrested. As well, faculty who are well worthy of support for research, but who are in departments with no graduate students, are unable to obtain such support in the way of research students working for higher degrees.

#### III. 1. (b) Do you foresee any implementation difficulties ?

Implementation difficulties may arise for recommendations which restrict the larger, more established universities.

#### III. 2. Do you endorse the concept of "provisional embargo" ?

The University endorses an embargo as long as it doesn't last more than one year. Students, especially those in an expanding department, can be thwarted if the embargo lasts longer than one year.



- III. 3. Describe any programme innovations which you wish to bring to the Committee's attention.

Two of the University's senior Science faculty are supervising the research projects of four Ph. D. students enrolled for their degrees at the University of Salford, England. This co-operation was made possible through the initiative of the Vice-Chancellor of Salford University. Lakehead graduates as well as Salford graduates are involved in the arrangements in which each student spends a minimum of one year at Salford. The research projects are carried out at Lakehead University. There is need for the University to receive formula income for these students while they are studying at Lakehead and we are requesting the Ministry of Colleges and Universities to fund these students at an appropriate level.

Arrangements are being made for similar co-operation with the University of Manitoba and with the University of Waterloo. A faculty member of our School of Engineering is being appointed an Adjunct Professor of the University of Manitoba in order to supervise, at Lakehead, the research project of one of our Engineering faculty members who is a Ph. D. student of the University of Manitoba.



## III. 3. (continued...)

In the Ontario system, Lakehead University and the University of Waterloo are working out arrangements for Ph. D. students registered in the Physics programme at Waterloo to carry out their research projects at Lakehead. The student would spend his first year of study taking courses and the comprehensive examination at the University of Waterloo. In the second and subsequent years the student would be full-time at Lakehead although registered at Waterloo. In this time the student would undertake his research supervised by a Lakehead faculty member and could take additional courses as credit towards his degree.

These graduate studies arrangements are excellent means of utilizing the proven research skills and abilities of our faculty. The University is pleased to aid students, particularly Lakehead University graduates, to obtain higher graduate degrees. However, each arrangement requires at least one full-year of study at another university and Lakehead is concerned for those students who are unable to undertake studies out of this region. For this reason, we are anxious to offer higher graduate degrees at Lakehead University.



SECTION IV: HEALTH SCIENCES

- IV. 1. How will new provincial guidelines on medical schools affect your institution ?

Since the University does not have a medical school, we are not affected by any such guidelines.

- IV. 2. Are you involved in any regional organization concerned with the delivery of health care ?

Faculty members of our School of Nursing and our Department of Psychology are involved in preparing an inventory of district mental health services and in a study of future possibilities in this area of health care. These studies are being carried out for the soon-to-be-established District Health Council. It is expected that representatives of the University will be involved with the District Health Council in the area of health care education.

In addition, a member of our School of Nursing is on the Advisory Board of the Addiction Research Foundation.



SECTION V: RESEARCH

V. 1. (a) What is your policy on research and how is it administered ?

Lakehead University considers research to be an integral and essential part of any university and, as such, encourages research by its faculty. Universities exist to create as well as to disseminate knowledge, and, in addition, teaching at both the undergraduate and graduate levels is enhanced by the research activities of the faculty.

The Senate Research Committee was established to encourage the expansion of research within the University. In part, the Committee defines areas where the integration of research activities would benefit the University, seek ways and means of collaborating with industry and commerce, gathers and propogates information on research awards and scholarships, and seeks sources of income for research.

V. 1. (b) What approvals are necessary before a professor can accept a research grant ?

Almost the entire funding of research in the University is directly from outside agencies to individuals or groups of faculty members. In general, the granting agencies require the



## V. 1. (b) (continued...)

applications to have the approval of the Department Chairman and either the Dean of the Faculty or the President or both. The Dean of the Faculty acts as the co-ordinator of the applications and on-going research work in his Faculty. In the case of contract research, any requirements of the University for space, equipment and administrative duties are evaluated by the Vice-President (Finance) prior to consideration of the application by the President.

A small amount of research funding is available to faculty from certain research grants made directly to the President. In these instances, the Senate Research Committee acts as an advisory body to the President. Applications for these funds require the approval of the Department Chairman and the Dean of the Faculty and are then considered by the Committee.



## SECTION VI: PART-TIME STUDENTS

- VI. 1. What progress has been made on the implementation of guidelines for part-time students ?

Lakehead University has never separated the instruction of part-time students from the instruction of full-time students. All of the guidelines for part-time students had been met before they were formally laid down.

All courses, regardless of the time of day at which they are taught, are open to full-time and part-time students. Classes are scheduled in the evenings to accommodate part-time students, but the attendance at these classes is not restricted to part-time students.

All admission requirements and academic regulations apply equally to full-time and part-time students.

Courses are taught by full-time or part-time faculty members of the University. Faculty members are not distinguished by whether they teach full-time or part-time students.



- VI. 2. Do you have any suggestions for increasing the accessibility for part-time students ?

In our efforts to further expand the educational opportunities of our off-campus students, Lakehead University is considering offering correspondence courses in special circumstances. Expansion of this idea has been presented in the first part of this Brief under Extension Programme.

- VI. 3. Do you offer, or have you any plans to offer Masters and Ph. D's on a part-time basis ?

All of Lakehead University's Masters degrees are attainable by part-time study. Consideration will be given to offering Ph. D's on a part-time basis.

Part-time study is especially important for the many local teachers who have obtained their first degrees over the past few years and now wish to pursue graduate studies. It is equally important for research which involves local industry and where the student involved is also a member of the staff of the company concerned.



SECTION VII: FACULTY

- VII. 1. What are your policies on tenure, sabbaticals, community involvement, summer school teaching, and professional income earned from extra-university sources ?

Tenure

Requests for tenure are considered by Promotion and Tenure Committees of the various Faculties. A request for tenure is made through the Department Chairman who obtains a formal expression of the opinions of all faculty members in the Department and presents their views and any other views the Chairman or the candidate considers relevant, along with the Chairman's own recommendation, to the Promotion and Tenure Committee of the Faculty concerned. If the candidate wishes, he may have an academic colleague in attendance during this presentation to answer questions and to submit any further relevant information.

Sabbaticals

An application for sabbatical leave is made to the Chairman of the Department who forwards it to the respective Dean, accompanied by the Chairman's comments. The application is then considered by a committee appointed by the President.



## VII. 1. (continued...)

Sabbatical leaves are not granted automatically upon the expiration of the necessary period of service, and the number of leaves granted each year is limited to a maximum of ten percent of the faculty. As well, a sabbatical leave is granted only when the work of the Department can be carried on satisfactorily without undue financial burden on the University.

Substantial reports on the activities undertaken while on leave are expected from people returning from sabbaticals.

Community Involvement

The University encourages community involvement by its faculty and staff.

The University has established a Speakers' Bureau to make it easier for people in the community to take advantage of the wide range of information available through faculty and staff members. University personnel have listed those topics on which they are willing to share their expertise and experience with interested groups and individuals in Thunder Bay and the surrounding area. This list of speakers and topics has been



## VII. 1. (continued...)

distributed to Thunder Bay and other Northwestern Ontario institutions and groups such as Churches, Chambers of Commerce, Senior Citizens Organizations, Lodges and Service Organizations, School Boards and the High Schools and Business and Professional Associations.

Summer School Teaching

Lakehead University is undertaking a study of integration of summer school teaching and regular fall and winter teaching.

Professional Income Earned from Extra-University Sources

Faculty members who wish to undertake subsidiary or consulting work for remuneration during the fall or winter term are required to consult the appropriate Dean and to obtain the written permission of the President. Appropriate professional practice is encouraged so long as it does not interfere with the regular duties of the person involved.



SECTION VIII: STATUS OF WOMEN

- VIII. 1. Do you have a policy on the hiring, remuneration, and promotion of women in all fields of employment in your institution ?

Lakehead University has policies dealing with hiring, remuneration and promotion of its employees, but there are no specific policies covering the employment of women. The University does not discriminate between men and women in employment.

- VIII. 2. Do you have a policy on equal opportunity for women in admissions to all programs ?

Lakehead University's admission requirements apply to all potential students regardless of sex.

Some programmes have been traditionally male-oriented, but the University encourages the enrolment of women in these programmes. Our first graduating class in Spring 1973 of our Bachelor of Science in Forestry programme included one woman in the class of twenty-two graduates.



SECTION IX: STUDENT SUPPORT

- IX. 1. What effect has the new student award plan had ?  
Can you suggest further revisions to OSAP ?

The University anticipates that the number of applications for assistance for the 1973/74 academic year will be slightly fewer than the applications for the 1972/73 academic year. It is too early to assess the effects of the revised Ontario Student Awards Program. It is possible that this year's number of applications might have been substantially fewer than last year's if the program had not been revised, but this is only speculation.

Those students whose aid is assessed on the basis of parental income seem to be satisfied with the level of assistance they are receiving. The age at which the government considers a student to be independent of parents still causes a good deal of dissatisfaction. While the province sets eighteen as the coming-of-age birthday, the program selects twenty-four as the age at which a student will be considered independent. (Recently, the Ministry of Colleges and Universities stated that details would be announced shortly about a loans plan to aid students who wish to be financially independent of their parents, but do not presently qualify for independent status under the Ontario Student Awards Program.)



IX. 2. What is your policy on entrance scholarships ?

Students are informed of our entrance scholarships and bursaries through our Calendar and through the distribution of application forms to Guidance Counsellors, when forms are required to be submitted.

Lakehead University Entrance Scholarships are awarded to all students who enter the University with a standing of eighty percent or over on the required Grade 13 papers or equivalent. No application is necessary. Notification of the awards is made after the students have been accepted by the University. These Scholarships offer partial support towards the students' tuition fees.

Applications for specific entrance scholarships and bursaries are distributed to the Guidance Counsellors in Ontario high schools. Awards to qualified applicants are made by our Scholarships and Bursaries Committee. Wherever possible this type of financial aid has been increased to cover the student's cost of tuition.



## SECTION X: FINANCE-OPERATING

### X. 1. What is your policy concerning internal budget allocations ?

Initially, the estimated total University operating budget is allocated to the academic and administrative sectors by the Board of Governors on the recommendation of the President. The allocation is based on the estimated University budget, historical allocations, estimated needs and known minimum requirements. This initial allocation is reviewed by those responsible for further allocations and is checked against available data from comparable institutions.

The Senate Budget Committee is responsible for recommending to the President the allocation of the academic budget to the various Faculties and to the Library. The Committee also has complete information on the administrative budget. In its deliberations the Committee takes into consideration historical financial information, requests from the academic Departments, interviews of Departmental Chairmen and Deans and historical and projected Departmental enrolment statistics. The further allocations of the Faculty budgets to the academic Departments are made by the Deans.



X. 1. (continued...)

The President also receives recommendations on the allocation of the administrative budget from the Vice-President (Administration). These recommendations are based on the estimated administrative budget, reviews of historically allocated amounts, requests from the administrative Department Heads and estimated needs.

Deans and administrative Department Heads who disagree with the recommendations have recourse to appeal to the President.

These allocations, which are based on the estimated total operating budget of the University, are determined in the fall of the year prior to the year in which they will apply. Revisions to the allocated budgets approved by the President must be made as more concrete information on the estimated total University budget is received.

X. 2. (a) Is slip-year financing a significant aid to planning ?

Slip-year financing removes some of the uncertainty from financial planning by providing, in the internal budget



## X.2.(a) (continued...)

allocation process, the definite value of one of the factors comprising the estimated total University operating budget. At the time financial planning must be done, the University knows what its formula grant will be. However, a good deal of uncertainty still remains since the University must make financial commitments, especially concerning staffing, before the values of the other two very important components are known. Firstly, the University learns of its compensatory grant in March or April when our fiscal year begins on May first. And, secondly, the value of the last factor, the tuition fee income, is still unknown until we are far into the academic year. A significant enrolment shortfall and the resulting "loss" of tuition fee income can still put immediate financial strain on the University.

## X.2.(b) Are any adjustments related to slip-year necessary ?

In order to carry out sound financial planning, more of the uncertainty must be removed from the planning process. The slip-year method of financing should be adjusted to guarantee to a university that its total income in current dollars will not be



## X.2.(b) (continued...)

reduced without at least one full-year's notice. To aid in defraying cost increases, the university should receive the basic operating income from the same total Basic Income Units as received in the previous year, but at the BIU value applying in the year of guarantee. The university should receive the same income from tuition fees as in the previous year plus, if applicable, the same compensatory grant.

This method would avoid the immediacy of financial crisis situations and would provide the lead-time necessary for the universities to make rational decisions on the required reductions.

X.3. What is your current attitude to the present system of formula financing ?

The present system of formula financing forces the newer and smaller universities to depend on the compensatory grants determined each year. These universities were expected, at one time, to become "viable" institutions under the existing system of formula financing, but in the expectation of steady-state enrolments, these universities cannot expect to become independent of extra-formula grants under the present system. In



## X. 3. (continued...)

addition, since universities' costs are increasing at a rate higher than the increase in the value of the Basic Income Unit, the more established universities are forced to step-up their recruitment of students in order to balance their budgets. A newer, smaller university is not in any position to effectively join this expensive competition for students.

The system of formula financing should be modified to remove dependence on compensatory grants and to make unattractive any massive recruiting campaigns. Two proposals for revision of the formula have been discussed in the first part of the Brief under Compensatory Grants. Such revision of the formula financing system would remove one of the uncertainties from the universities' planning under the present system of slip-year financing.

X. 4. Can you suggest a method for arriving at the BIU value for 1975/76? What BIU value does your method yield?

The increase in the Basic Income Unit value should proportionately reflect either the increase in the Consumer Price Index or the average increase in wages in Government and industry in Ontario. The latter is the more relevant since universities are



## X. 4. (continued...)

labour-intensive with 75% to 85% of their budget spent on salaries and wages.

In a period of stabilizing or declining enrolments, the universities cannot endure 3% to 5% increases in the Basic Income Unit value when salary and wage packages for faculty, unionized staff and others are experiencing 7% to 10% increases. The universities cannot continue with the resulting constant staff reductions and increased competition for students.

If we assume salary and wage inflation to continue between 7% and 10%, then our method yields the 1975/76 BIU value to be between \$2090. and \$2209. based on the current year's value of \$1825.



SECTION XI: FINANCE-CAPITAL

## XI. 1. How should cyclical renewal be generated ?

The cyclical renewal formula was devised to increase capital formula funds in order to cover the cost of projects such as alterations and renovations which previously had been treated as non-formula projects. As a result of the cyclical renewal funds being an integral part of the capital grants, any university which does not generate a positive resultant cash flow entitlement is not eligible for cyclical renewal funds. Unless a university experiences an increase in its enrolment, it is ineligible for funds to make adjustments to its existing physical facilities. This is a contradiction of the purpose of the cyclical renewal scheme.

Cyclical renewal should not be part of the capital formula but instead should be a separate item. Funds should be provided separately for Formula Projects, Cyclical Renewal Projects and Non-Formula Projects. Universities with non-increasing enrolments must be ensured of receiving funds necessary to make changes dictated by new and expanding programmes and by changes in student preferences.



- XI. 2. Do you foresee difficulties in adjusting your physical plant to changing student preferences ?

Under the present capital financing scheme Lakehead University is not eligible for funds to provide the additional specialized areas required by our expanding laboratory-oriented programmes. Forestry laboratory facilities are not only crowded, but also are not well located. This year, Forestry facilities are in four geographically separated areas involving three different buildings. A similar, but less acute problem exists in our Engineering programme.

This year's situation indicates that in ensuing years the problem of adjusting our physical facilities will be impossible to solve without cyclical renewal funds. Our inability to finance required renovations could result in the decline of affected programmes to the lasting harm of the University.

- XI. 3. Do you have a policy on the allocation of space amongst faculties, departments, administration, etc. ?

At present, Lakehead University allocates space by studying present allocations, anticipated needs and available areas. We are developing a space utilization analysis with a



XI. 3. (continued...)

view to obtaining a valid and useful formula-based space allocation method.



SECTION XII: ECONOMIES

XII. 1. (a) In effecting economies, what have been your priorities ?

The University's overall priorities have been to retain academic programmes and to support developing and innovative programmes. Of the \$375,000 reduction made in the University budget over a five to six month period beginning in November, 1972, \$125,000 came from the 71% of the total budget which is directly or indirectly academic, and \$250,000 came from the 29% which is non-academic.

The Senate Budget Committee, responsible for affecting the direct and indirect academic budget reductions, was restricted by contractual obligations to considering non-salary items as the main target for reductions. Budgets were reduced in the areas of books, durables and printing. Travel funds and funds for normal maintenance of equipment were reduced and were put under stricter control.

Within the administrative areas, the relative priority of services and departments lessened the further removed they were from the academic functions. As such, the computer (a teaching tool), media services and the Registrar's Office had higher priority



## XII. 1. (a) (continued...)

than physical plant or the personnel department.

Although some reductions are tolerable, many others which appear tolerable will actually result in increased costs over a more extended period. The preventative maintenance of mechanical and electrical equipment and of the plant structure has been severely reduced and in some cases eliminated. This is a very short-term saving. Major repairs and replacements will result in increased costs in the future. Major reductions in housekeeping are already resulting in increased wear and damages to floors, walls, etc.



XII. 1. (b)

What has been in each of the last two academic years the respective rates of attrition (through retirement, termination of contract, resignation, etc.) of teachers, administrators, technicians, physical plant employees, etc. ?

What have been the rates of replacement in each of these categories ?

In the following chart, we have listed for each type of staff, the rate of attrition, and the rate of replacement of those who left the employment of the University, for each of the academic years 1971/72 and 1972/73.

	1971/72		1972/73	
	<u>Rate of</u> <u>Attrition</u>	<u>Rate of</u> <u>Replacement</u>	<u>Rate of</u> <u>Attrition</u>	<u>Rate of</u> <u>Replacement</u>
Teaching Staff	10%	100%	16%	65%
Technicians	8%	25%	15%	14%
Administrative, Clerical and Secretarial Staff	21%	82%	28%	70%
Physical Plant Staff	19%	91%	36%	29%
Total Staff	15%	86%	24%	56%
Net Reduction	2%		11%	



XII. 1. (c)      What economies have been effected in the level of service of physical plant operations ?

In the reduction of staff and services, the physical plant operations are often the most affected since they are among those most removed from the academic functions. However, the present savings from the curtailment of service undoubtedly will be over-ridden in the future by increased costs.

The University has reduced its staff of operating engineers. Now, any operational emergency in the University other than in the Power House cannot be handled immediately. Major reductions were made in the housekeeping and groundskeeping areas. In particular, the number of foremen in the housekeeping area has been reduced resulting in less supervision of the work being done. The decrease in housekeeping staff and services is leading to increased wear and damage to our floors, walls, etc., and to a general deterioration of our facilities.

The number of senior staff in the maintenance areas has been reduced and jobs have been amalgamated. As a result maintenance of our mechanical and electrical equipment has substantially been curtailed. As well, we have deviated from our programme of gradual equipment replacement so that equipment will be replaced only when absolutely necessary. We anticipate that this will result



## XII. 1. (c) (continued...)

in a sudden unfunded liability when a broad range of equipment, most of it of the same age, finally breaks down.

We must emphasize that the reductions we have described result only in short-term savings. Major replacements of equipment and upgrading of our facilities will be unavoidable in the future.



SECTION XIII: MISCELLANEOUS

- XIII. 1. To what extent are your facilities available to persons and organizations not directly associated with the university (e.g. community colleges, community organizations, private individuals, conventions ... ) ?

The facilities at Lakehead University are available to non-University individuals and groups whenever the facilities are not required by the University for academic purposes.

Extensive use is made of our classrooms, seminar rooms, lecture theatres and auditoriums for meetings, dramatic events, concerts, conferences and lecture series. During the period May to August, the University Residences and most of our dining and other facilities accommodate a variety of conferences for medical and health groups, service clubs, religious and cultural associations and social organizations.

The University Library is available to the general public with special provision made for teachers, high school students and Confederation College staff and students. Our athletics facilities, especially our swimming pool, are used extensively throughout the year by individuals and groups such as Thunder Bay Hospitals and High Schools, Confederation College, and children with learning disabilities.



XIII. 2. What are your views on the proposed METANET computer network ?

The computing capabilities of the University would certainly be increased through participation in the proposed computer network. However, our participation in the network must depend on the results of further financial and administrative studies.

Through the proposed network, the University would gain access to other hardware and would have available software for teaching, research and administration. As well, benefits would result from co-operation in the development of new systems.

The matters of concern regarding the proposed network are the governance of the network and, particularly for the more remote users like Lakehead, the communication costs and the reliability of the network.

The Council of Ontario Universities has approved the establishment of a Task Force to examine and recommend on the above aspects of the proposed network. The University will examine their report which is to be made within one year of the formation of the Task Force.



XIII. 3. What are your views on University Library Co-ordination ?

The Council of Ontario Universities has recently established the Office of the Ontario Universities' Library Co-operative System to direct the implementation of recommendations made by the Board of Library Co-ordination on a union catalogue system and on depository libraries, to continue existing co-operative schemes, and generally to co-ordinate and promote co-operative activities.

Lakehead University is, at present, participating in two co-operative projects, the Government Document Project and the Union List of Serials Project. Six of the university libraries, not including Lakehead, are involved in a project intended to demonstrate the capabilities and benefits of a union catalogue system for the Ontario university libraries. As well, a survey and analysis will be made of the relative cost and possible savings to be achieved by the creation of depository libraries.

Lakehead University supports in principle all projects of the Library Co-operative System. However, ultimate complete participation must depend on the results of the demonstration and on the survey on depository libraries, particularly in the area of financial commitment.



XIII. 4. Do you have formal grievance procedures available for staff and students ?

A faculty member who is unsuccessful in his request for promotion may appeal the decision to the appropriate Appeals Committee providing the Chairman of the Promotion and Tenure Committee, which considered his request for promotion, is able to obtain support for the appeal from one-third of the faculty members of the applicant's Department. If the Appeals Committee's recommendation supports the applicant's request for promotion, then that recommendation and the President's final recommendation are communicated to the Board of Governors. Other faculty grievances are dealt with through negotiations between the Faculty Association and the University administration.

Any unionized staff member who has a grievance regarding employment has available to him the grievance procedures defined in the contract. The standard procedure begins with discussion of the complaint by the employee with his immediate supervisor and leads, if necessary, to Union and University committees meeting in an attempt to resolve the grievance, and ultimately to a formal arbitration of the grievance.

A student with a grievance regarding an academic matter, who has been unable to resolve the grievance through discussions



## XIII. 4. (continued...)

with his Instructor, Department Chairman, Faculty Dean, or the President, may take his complaint to the Senate Judicial Committee. The Committee makes recommendations to the Senate on such unresolved matters as well as on matters of academic discipline and the interpretation of academic regulations.



UNDERGRADUATE ENROLMENT DATADEGREES AWARDED BY LEVEL

	<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>	<u>1974-1975</u> <u>PROJECTED</u>	<u>1975-1976</u> <u>PROJECTED</u>	<u>1976-1977</u> <u>PROJECTED</u>	<u>1977-1978</u> <u>PROJECTED</u>	<u>1978-1979</u> <u>PROJECTED</u>
<u>GENERAL DEGREE</u>								
<u>B.A.</u>	356	253	205	200	200	215	215	215
<u>B.Sc.</u>	54	53	45	52	55	55	55	55
<u>Other (Specify) B.Ed.</u>	187	137	120	115	115	115	115	115
<u>HONOURS DEGREE</u>								
<u>B.A.</u>	59	75	50	53	55	57	60	60
<u>B.Sc.</u>	12	19	35	30	34	35	35	35
<u>Other (Specify)</u>	-	-	-	-	-	-	-	-

FIRST PROFESSIONAL DEGREE  
(Specify)

B. Sc. N.  
H. B. Comm.  
B. Sc. F.  
B. P. H. E.  
B. Eng.

35	35	27	28	30	30	30	30	30
18	14	18	25	28	30	30	30	30
-	22	33	28	35	35	35	35	35
-	39	34	35	35	37	37	37	37
-	-	25	30	30	30	30	30	30
<u>TOTAL DEGREES</u>	<u>721</u>	<u>592</u>	<u>596</u>	<u>617</u>	<u>639</u>	<u>642</u>	<u>642</u>	<u>642</u>

(66)



UNDERGRADUATE ENROLMENT DATA

DEGREES AWARDED BY LEVEL

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
DIPLOMA								
(Specify)								
Diploma in Education	67	61	-	-	-	-	-	-
Diploma in Bus. Admin.	16	6	)	)	)	)	)	)
Diploma in Bus. Admin. (Computer Option)	9	6	)	)	)	)	)	)
Diploma in Eng. Tech.	17	29	45	50	55	55	55	55
Diploma in Forestry Tech.	19	42	52	60	65	65	65	65
Certificate - Envir. Forest. Tech.	10	5	4	3	3	3	3	3
Certificate - Timber Harvesting Tech.	3	-	-	-	-	-	-	-
Diploma in Library Tech.	25	44	20	20	20	20	20	20
TOTAL DIPLOMAS	166	193	141	148	163	163	163	163



## GRADUATE ENROLMENT DATA

## GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
Master's	9	15	15	18	24	28	30	34
Doctoral	-	-	-	-	-	-	-	-
Other (Specify)Bus.Dip.	16	9	25	25	25	25	25	25
Total	25	24	40	43	49	53	55	59

## FIGURES BY DISCIPLINE AREA

## EDUCATION

Master's  
Doctoral  
Other (Specify)  
Total

## FINE AND APPLIED ARTS

Master's  
Doctoral  
Other (Specify)  
Total

## HUMANITIES AND RELATED

Master's 1  
Doctoral -  
Other (Specify) -  
Total 1

12  
-  
-  
12

10  
-  
-  
10

9  
-  
-  
9

7  
-  
-  
7

5  
-  
-  
5

3  
-  
-  
3

-  
-  
-  
-

## SOCIAL SCIENCES AND RELATED

Master's 3  
Doctoral -  
Other (Specify)Bus.Dip. 16  
Total 19

11  
-  
-  
25

11  
-  
-  
25

10  
-  
-  
25

9  
-  
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25

8  
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25

7  
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25

10  
-  
-  
19

19  
19

33  
33

36  
36



## GRADUATE ENROLMENT DATA

## GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
<b>AGRICULTURAL AND BIO-LOGICAL SCIENCES</b>								
Master's								
Doctoral								
Other (Specify)								
Total								
<b>ENGINEERING AND APPLIED SCIENCES</b>								
Master's								
Doctoral								
Other (Specify)								
Total								
<b>HEALTH PROFESSIONS AND OCCUPATIONS</b>								
Master's								
Doctoral								
Other (Specify)								
Total								
<b>MATHEMATICS AND THE PHYSICAL SCIENCES</b>								
Master's	5	5	5	5	8	9	9	11
Doctoral	-	-	-	-	-	-	-	-
Other (Specify)	-	-	-	-	-	-	-	-
Total	5	5	5	5	8	9	9	11

## AGRICULTURAL AND BIO-LOGICAL SCIENCES

Master's  
Doctoral  
Other (Specify)  
Total

## ENGINEERING AND APPLIED SCIENCES

Master's  
Doctoral  
Other (Specify)  
Total

## HEALTH PROFESSIONS AND OCCUPATIONS

Master's  
Doctoral  
Other (Specify)  
Total

## MATHEMATICS AND THE PHYSICAL SCIENCES

Master's  
Doctoral  
Other (Specify)  
Total



GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

## Instructions:

A new graduate student is defined to be a graduate student who is new to a particular graduate program in the institution. This includes students new to the institution and new to graduate studies in the institution. The number of such new students should be determined for each term and then added up over the three terms to give the number of new graduate students in a given year. The terms should be considered in the order fall, winter, spring so that, for example, the 1970-71 year consists of Fall 1970, Winter 1971, Spring 1971.

		1970-1971	1971-1972	1972-1973	1973-1974
		ACTUAL	ACTUAL	ACTUAL	ESTIMATED
<u>AGGREGATE FIGURES</u>					
Full-Time	-Master's	41	36	33	35
	-Doctoral	-	-	-	-
	-Other (Specify) Bus. Dipl.	<u>6</u>	<u>31</u>	<u>16</u>	<u>27</u>
	-Total	47	67	49	62
Part-Time	-Master's	4	5	5	5
	-Doctoral	-	-	-	-
	-Other (Specify) Bus. Dipl.	<u>7</u>	<u>6</u>	<u>20</u>	<u>10</u>
	-Total	11	11	25	15
<u>FIGURES BY DISCIPLINE AREA</u>					
<u>EDUCATION</u>					
Full-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
Part-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				



GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREAFINE AND APPLIED ARTS

Full-Time      -Master'  
                   -Doctoral  
                   -Other (Specify)  
                   -Total

Part-Time      -Master's  
                   -Doctoral  
                   -Other (Specify)  
                   -Total

HUMANITIES AND RELATED

Full-Time      -Master's  
                   -Doctoral  
                   -Other (Specify)  
                   -Total

Part-Time      -Master's  
                   -Doctoral  
                   -Other (Specify)  
                   -Total

SOCIAL SCIENCES AND  
RELATED

Full-Time      -Master's  
                   -Doctoral  
                   -Other (Specify)  
                   -Total

	1970-1971 ACTUAL	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED
FINE AND APPLIED ARTS				
Full-Time				
Part-Time				
HUMANITIES AND RELATED				
Full-Time	5	15	6	7
Part-Time	-	-	-	-
Total	5	15	6	7
SOCIAL SCIENCES AND RELATED				
Full-Time	1	4	4	3
Part-Time	-	-	-	-
Total	1	4	4	3

Full-Time	27	12	20	22
Part-Time	-	-	-	-
Total	6	31	16	27
Total	33	43	36	49



GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

		1970-1971	1971-1972	1972-1973	1973-1974
		ACTUAL	ACTUAL	ACTUAL	ESTIMATED
SOCIAL SCIENCES AND RELATED	Part-Time	1	1	-	-
	-Master's	-	-	-	-
	-Doctoral	-	-	-	-
	-Other (Specify) Bus. Dipl.	7	6	20	10
		8	7	20	10
AGRICULTURAL AND BIO- LOGICAL SCIENCES					
Full-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
Part-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
ENGINEERING AND APPLIED SCIENCES					
Full-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
Part-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				



GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA1973-1974  
ESTIMATED1972-1973  
ACTUAL1971-1972  
ACTUAL1970-1971  
ACTUALHEALTH PROFESSIONS AND  
OCCUPATIONS

Full-Time      -Master's  
                  -Doctoral  
                  -Other (Specify)  
                  -Total

Part-Time      -Master's  
                  -Doctoral  
                  -Other (Specify)  
                  -Total

MATHEMATICS AND THE  
PHYSICAL SCIENCES

Full-Time      -Master's  
                  -Doctoral  
                  -Other (Specify)  
                  -Total

Part-Time      -Master's  
                  -Doctoral  
                  -Other (Specify)  
                  -Total

9	9	7	6
-	-	-	-
-	-	-	-
9	9	7	6
2	-	1	2
-	-	-	-
2	-	1	2





